

## **Part A**

The following picture books related by the theme of adoption make up my text set dealing with adoption as a form of family.

### **Book 1: “I Love you Like Crazy Cakes” by Rose Lewis**

Lewis, R. (2002). *I Love you Like Crazy Cakes*. 1271 Avenue of the Americas, New York, NY: Time Warner Book Group.

Illustrator: Jane Dyer.

Illustration medium: Watercolour on Waterford 140 lb. hot press paper.

ISBN Number: 0-316-52538-3.

This book is about a woman who describes how she went to China to adopt a special baby girl from an orphanage. She wrote a letter to officials in China to adopt her and months later she received a letter of approval and a picture of the baby girl that she could adopt. This book is based on the author’s own experiences.

### **Book 2: “Emma’s Yucky Brother” by Jean Little**

Little, J. (2001). *Emma’s Yucky Brother*. Suite 2900, 55 Avenue Road, Toronto, Canada M5R 3LR: Harper Collins Publishers Ltd.

Illustrator: Jennifer Plecas.

Illustration medium: Watercolour with pencil.

ISBN Number: 0-00-648592-8.

This book is about a little girl named Emma who always wanted a little brother. Her family adopts a little boy named Max who thinks sisters are yucky. Emma learns that

there is more to having a little brother than she imagined and she needs to learn how to be the sister that her new brother needs her to be.

**Book 3: “When Joel Comes Home” by Susi Gregg Fowler**

Fowler, G.S. (1993). *When Joel Comes Home*. 1350 Avenue of the Americas, New York, NY 10019: Greenwillow Books, a division of William Morrow and Company, Inc.

Illustrator: Jim Fowler.

Illustration medium: Watercolour paints and coloured pencils are used for the full-colour art.

ISBN Number: 0-688-11064-9.

This book is about a little girl eagerly waiting for the arrival of someone else’s newly adopted child. The people adopting are friends of the family. She describes all of the things she does along with her parents to welcome home their friends and their adopted baby when they arrive at the airport. She is very excited because she gets to be the first person to hold baby Joel.

**Book 4: “How I Was Adopted” by Joanna Cole**

Cole, J. (1995). *How I Was Adopted*. 1350 Avenue of the Americas, New York, NY 10019: William Morrow and Company, Inc.

Illustrator: Maxie Chambliss.

Illustration medium: Watercolour.

ISBN Number: 0-688-11929-8.

This book is told by a young girl who tells her own story of how she was adopted. This story is about how babies are born and how children grow. It shows children that if they are adopted it just means that they were born from another mommy. It is a story about what makes people different and what makes them the same. It is most of all about the love that families share no matter what type of family you are from. This book also has a section in the front before the book begins for parents and/or teachers to read it is entitled "A Note to Families". It deals with things like adoption and love, some questions that children may ask about adoption or being adopted, and raising your adopted child. I think this is a good section for teachers to read to help educate them on the topic of adoption and how to deal with some questions that may arise before talking about adoption with students.

**Part B:** I will describe the intrinsic and extrinsic values of the books in my text set by looking at each individual book and describing the intrinsic and extrinsic values apparent in each book separately.

"I Love you Like Crazy Cakes" By Rose Lewis.

### **Intrinsic values**

This book provides many intrinsic values. One intrinsic value of this book is that it provides enjoyment to the reader. It provides enjoyment because it is a beautiful story about a mother getting a daughter that she has been dreaming about for a long time. I think stories that are happy have a positive effect on people and they tend to be enjoyed. Children can enjoy this book through remembering how they felt when their parents

comforted them when they were really young and how this made them happy like the baby felt when her mom comforted her in this book. Overseas adoptions are very popular in Canada these days and children may be able to personally relate to this book because they are adopted or they may know someone that has adopted a child from overseas. I think this book will provide enjoyment for children because they can all relate personally to how their family makes them feel.

Another intrinsic value of this book is that it can help develop the imagination in students through imagining different families and what it may feel like to be adopted. They could also imagine what it must have been like to live in an orphanage or what it is like to live in another country such as China. The theme of Chinese identity is apparent in this book through her new baby girl being from China. Her identity is portrayed based on her cultural belonging. The children may also identify her as Chinese based on the way that she looks. Through reading this book children can use their imaginations to think of what it is like to live in another country or have to move from their country to another country like the baby will have to do when she leaves with her new mother. It also helps them imagine the different types of families that exist.

This book also provides vicarious experiences and helps develop insight into human behavior. The children can think of how the experience must have been for the mother and the child. They can put themselves in their shoes. They can experience or realize what the experience of adoption must feel like through imaginative or sympathetic participation during the reading of this book. They can see how the baby girl becomes identified as part of her new family as the story goes on and she settles into her new home.

**Extrinsic Values**

This book also contains extrinsic values including how it develops a sense of story. Children can see how the story progresses and how the mother ends up bringing her daughter home and they start a new life together. The children may anticipate this happening through the events leading up to it such as the letter writing, and the plane trip to China. It shows how happy adopting children can be for people and how lucky some children are to be adopted by people that will love them forever. The children can make predictions about what they think will happen next through the reading of the book.

Another extrinsic value of this book includes the fact that it compliments many areas of the curriculum. "Families" is a unit that is taught in the grade one curriculum. This book fits in perfectly with this because it is an example of a type of family. It can be used as a part of the art curriculum as well because children can draw pictures of their own family. It can be used for language arts as children can write about adoption or families, be involved in speaking and listening activities, etc. It can also be used with the Social Studies curriculum when doing the unit on groups.

"How I was Adopted" by Joanna Cole

**Intrinsic Values**

An intrinsic value that this book has also includes providing enjoyment. This book provides enjoyment through its interactive text and beautiful, supportive illustrations. Children can become involved with the reading through answering some of the questions that the girl poses during the story. This would add to their enjoyment because children love to be involved. Also the fact that it is told from the perspective and

voice of a child around their age level may be interesting to them. This book portrays the identity of an adopted child. It shows children that just because she is adopted it doesn't mean that she is any different than they are because she really isn't. It also discusses the theme of how families are formed and shows the different identities within the family.

Another intrinsic value of this book is that it develops insight into human behavior. It really gives the reader a knowledge and understanding of what the girl (Samantha) feels like to be adopted and how she behaves like any other child and has similar interests. It also gives insights into how the parents behave. They appear to be really happy and extremely lucky to have been able to adopt. Children can discover how the parents in the book behave like any proud parents would. It is told from the perspective of a child and it shows how her sense of self developed with this family to make her identity.

### **Extrinsic Values**

An extrinsic value of this book is that it develops a sense of story. This book is a story about a girl telling her own story of how she was adopted. I think children could identify and develop a sense of story from the reading of this book. The book starts with how she was born, then what she was like as a baby, and how being adopted makes her feel special. Children will clearly be able to see the story developing, unfolding, as well as concluding. Students can relate to this kind of story by telling stories about how they were as babies based on what their parents told them and compare and contrast their lives with Samantha's life in the story. Like the other books in my text set, the theme of this book is adoption and it shows how the identity of the adopted child formed.

Another extrinsic value of this book is that it can help children springboard into writing. This book can be used as a motivation or model to get students to write about their own stories of being born or to tell their own story of how they were adopted if they were. Also the book asks questions throughout which can be used for writing activities. This could be done after the reading of the book. I think the questions can be helpful for getting students to write. If not writing, the questions could be used for a class discussion.

Also like the previous books and all the books in my text set it compliments many areas of the curriculum such as language arts, art, social studies, and religion.

“Emma’s Yucky Brother”

### **Intrinsic Values**

This book also includes the intrinsic value of providing enjoyment. I really enjoyed this book as well as all of the other books in my text set because it deals with a real life issue and I think children really enjoy reading things in which they can relate to. The children can relate to Emma and her brother because they may know what it is like to have brothers and sisters whether adopted or not. They can participate during the reading of this book by creating anticipation and trying to predict what will happen next and how it will end. This will get them engaged and interested which in turn will provide enjoyment for them. I also think that it provides enjoyment because the children will be around the same age as Emma and can really relate to how she feels.

In addition, another intrinsic value of this book is that it provides vicarious experience. The children can really relate to Emma’s sadness when he brother doesn’t want to play with her and thinks she is yucky. They can experience sympathy for her

because they may have had a similar experience in their own personal lives. Through this book they will realize how important it is to be nice to their siblings and to treat them the best way they can. They can also realize and sympathize with how Max must have felt being adopted into a new family. If they have gone through a similar experience they may be able to relate even better.

This book also provides insight into human behavior. I think this book shows how brothers and sisters would behave no matter what the family type and children can relate to the behavior. Siblings often have disagreements and don't always get along, but most of the time everything gets worked out in the end and they really do love each other very much. It also shows how new situations can be scary for children and Max's behavior may have been a result of him being shy of his new sister and family. I think these are important things to discuss when talking about this book. This book will also show children that there are consequences for their behaviors and they should be careful and considerate of others before they act on certain behaviors.

### **Extrinsic Values**

An extrinsic value of this book is that it influences reading ability. This book may be difficult and/or challenging for a grade one student to read, but because they enjoyed it during a read aloud they may want to try reading it on their own. This can help increase their reading ability. The illustrations also help influence the reading ability of this book because they are very supportive of the text. Children that cannot read all of the words in the book can use the illustrations to help them understand the story. I think it is important for books to have supportive illustrations to increase comprehension of the book.

Another extrinsic value of this book is that it develops a sense of story. Students can see how the story begins, progresses, and comes to an end clearly. The sense of story develops as Emma tries to be the best sister she can be to her new brother. The children can gain the sense of the story as it is read aloud to them. It will show them how siblings behave with each other, how Emma becomes a good sister, and how her adopted brother Max becomes a part of her family.

“When Joel Comes Home” by Susi Gregg Fowler

### **Intrinsic Values**

An intrinsic value of this book is once again providing enjoyment to the reader. The books in my text set all teach children about family and about adoption, but they all do so in a different way that is enjoyable for the student audience. I think this is a good quality that most children’s books have. This book provides enjoyment through all the excitement the little girl feels about baby Joel coming home. I think children would enjoy her excitement and listening to her planning for his arrival. This book is written from the perspective of a little girl waiting for a baby that isn’t going to be a sibling of hers but a baby that belongs to family friends. I think children may be able to relate to this because a lot of people know of some family or friends that have adopted children, and they can probably share the excitement that the girl is feeling. This may cause for a good discussion about some of the things they did to welcome the new baby in their experiences. They could also relate to their parents bringing home their brothers or sisters

as well if they have siblings and remembering how they felt about it. The illustrations also help provide enjoyment because they are very supportive of the text.

Another intrinsic value of this book is that it provides vicarious experience. Like I previously said the students can probably in some way relate to what the girl is feeling because they have had a similar experience. This can also be a way for children to develop their imagination. If children have not experienced anything like this they could imagine what the girl and baby Joel felt like in the book. The imagination is used in the book when the little girl is drawing the picture of baby Joel. She has to use her imagination because she doesn't know what Joel looks like yet. The students can participate here by predicting what they think Joel will look like.

### **Extrinsic Values**

An extrinsic value of this book is that it develops a sense of story. Children will be able to develop a sense of story as the little girl prepares for Joel's arrival, as they go to the airport, and finally when Joel arrives at the airport they will know that after this the story will end. They will hopefully be able to see that the story is about Joel and his arrival and how happy everyone was to finally see him. It also develops Joel's identity as part of a new family.

Another extrinsic value of this book is that it compliments many areas of the curriculum. As I have mentioned for the other books, this book can also be used as part of language arts, social studies, art, and religion because of the topic of family and groups.

The intrinsic and extrinsic values of my text set are very similar for all of the books included. The main theme and issues of identity deal with adopted children and are

portrayed in the books in a variety of ways. This helps children identify with the characters, and relate personally or imagine how they would feel to live in an adopted family or any other type of family that is different than their own. These books can be used to discuss adoption as well as to talk about family in general.

### **Part C**

#### **Lesson Plan Overview**

**Title:** Adoption as a concept of family

**Grade Level:** This lesson is appropriate for grade one

**Purpose:**

The purpose for using the books in my text set is to show students a different form of family which deals with adoption. The books in my text set will be used with the purpose of showing children how important it is to be aware of the different families that exist. These books will help students discover what family means to them and that different people have different meanings for family. It can mean different things for different people. There can be families with adopted children, families with two parents of the same sex, single parent families, and many more. These books will also help students see that being adopted doesn't make you any different than any other child. They can make comparisons to how they are the same through reflecting on the books. They should realize and see how adopted children are very special because they get picked out to be a part of someone's family. This topic of adoption will be done during a unit on family. This text set will help to meet many outcomes in the language arts curriculum

while also incorporating art, religion, and social studies. The book “I Love you like Crazy Cakes” by Rose Lewis will be used to talk about culture because of how it deals with adoption from another country. This can show children the differences and similarities between their country and this one in the book.

**Learning Outcomes addressed in this lesson:**

The learning outcomes for this lesson are taken from the Language Arts curriculum guide.

Speaking and Listening

GCO 1: Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings and experiences.

SCO: Students will be expected to express thoughts and feelings and describe experiences.

SCO: Students will be expected to ask and respond to questions to clarify information or gather further information.

SCO: Students will be expected to listen to others’ ideas and opinions.

Reading and Viewing

GCO 6: Students will be expected to respond personally to a range of texts.

SCO: Students will be expected to make personal connections to text and share their responses in a variety of ways.

## Writing and Other Ways of Representing

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, and experiences, and learning; and to use their imaginations.

SCO: Students will be expected to use writing and other forms of representing for a variety of functions.

This lesson also incorporates other disciplines. This unit is on concepts of family and I would also include it in religion because it deals with developing a caring attitude toward family members, and others who are a part of daily contact. This is one of the specific curriculum outcomes in the grade one religion curriculum guide. This lesson can also incorporate art as one of the activities will require students to draw a picture of their own family. I would use this as part of the social studies curriculum as well as students will be discussing families in relation to their interactions which relates to unit one of the grade one social studies program entitled “groups”. Social studies will also be incorporated as well during the discussion about culture in the first book on day one of the lesson.

## **Implementation**

### **Day 1**

#### **Book Introduction:**

Today we are going to read a book called “I Love you Like Crazy Cakes”. This book is about a woman that went to China to adopt a special baby girl. The author of this book is Rose Lewis and the illustrations are by Jane Dyer.

#### **Reader Response:**

After I read this book aloud to the class we will have a class discussion about family diversity and how families are not the same for everyone. This discussion will be specifically focusing on families dealing with adoption. I will write the word adoption on the board or on a sheet of chart paper and have a class brainstorm of what they know about adoption, what they think it means or what it means to them. This will require students to express their thoughts and feelings, listen to others ideas and opinions as well as ask questions or respond to questions to clarify or gather further information on the topic of adoption and family. Also once this is done to incorporate social studies we can also have a discussion about the diversity of culture in the book because of the Chinese baby. We could go through the book and talk while looking at the pictures to find things that are different from our culture such as the clothing and how they look differently than we do. We can compare and contrast our culture to the Chinese culture based on things seen in the book. We can talk about how just because they may look different than we do and dress differently we are all people and we are all the same. Children will learn how everyone should be treated equally. They will be encouraged to talk about some of their experiences with diversity of culture.

**Assessment:**

On this day students will be assessed based on their speaking and listening skills during our class discussion on adoption and culture. These discussions are important because they provide students with a way to make meaning; it helps students expand their knowledge base, draws on prior knowledge to help make better connections, and helps students grow in their daily opportunities to engage in oral language interactions.

The following checklist will be used to assess the learning:

Students name:	Date:		
	Frequently	Sometimes	Never
Contributes thoughts and ideas about adoption and cultural diversity			
Shows an understanding of the topic through their comments			
Listens when others are talking and waits for his or her turn to speak patiently			
Volunteers information when questions are asked			
Uses appropriate tone when speaking			
Contributes experiences related to adoption and/or cultural diversity			

**Day 2****Book Introduction:**

Today I will tell students that we are going to continue talking about families and adoption. We are going to read a book called “How I Was Adopted”. This book is about a young girl that tells her own story of how she came to be her parent’s child through adoption. The author of this book is Joanna Cole and the illustrations are done by Maxie Chambliss.

**Reader Response:**

After reading this book aloud to the class I will have a class discussion about how it is important to show family members how much you love them and get them to discuss some ways they show their family members that they love them and how their family shows them love like Samantha’s parents in this book. This can be done during religion class because one of the specific curriculum outcomes for grade one requires students to develop a caring attitude toward family members, and others who are a part of their daily contact. Another activity I will get students to do today as part of language arts is to write a poem about what family means to them. This will require students to make personal connections to texts because they can reflect on how Samantha in the book talked about her family. When everyone has finished their poems I will have students get in groups of 3 or 4 depending on the size of the class and share their poems with each other.

**Assessment:**

Today students will be assessed based on their speaking and listening skills during the class discussion, if their poem is related to the topic of family, as well as how group skills while presenting their poems to each other.

The following checklist will be used to assess the class discussion:

Students name:			
	Date:	Date:	Date:
Shares how they show their family members love			
Listens when others are talking and waits for his or her turn to speak patiently			
Volunteers information when questions are asked			
Uses appropriate tone when speaking			
Makes reference to the book when talking about family			

To assess the poems and the group sharing of them I will use anecdotal notes. I will look for whether the students stayed on topic in their writing about what family means to them. For the group sharing, I will be observing whether they listen attentively to each person as they share their poem, read their poem in the appropriate tone and with confidence, and for them to be able to stay on task.

The table on the following page is a sample of what I will use to record my anecdotal notes. The table will have a space to record observations for each student:

Students Name:	Date:	Observations:
Students Name:	Date:	Observations:

**Day 3****Book Introduction:**

Today I will tell the students that we are going to read a book called “Emma’s Yucky Brother”. This book is about a girl names Emma who has always wanted a little brother. Her family adopts a little boy named Max who thinks sisters are yucky and this makes Emma sad because she wants her new brother to love her. The author of this book is Jean Little and the illustrations are done by Jennifer Plecas.

**Reader Response:**

Before reading this book I will get students to predict what they think it will be about from looking at the cover. Then we will go through the book and look at the illustrations to visually read the book without looking at the text. Next I will read the book aloud to them and they can compare what they thought the book was about with what it actually was about and see how close they came. This will help the children see how important the illustrations of books can be and how they are supportive of the text. Also how they can sometimes be used on their own to tell the story. After reading this book I will talk to the students about family and how like Emma some people have siblings that are adopted, some people don’t have siblings, or they have brothers and/or sisters that were born from their mommy just like they were. The point is that it doesn’t matter because your family will be special to you no matter what it is like. Today students will draw a picture of their family and write a sentence or two describing it. This activity will incorporate art as students draw the pictures of their family.

**Assessment:**

To assess this activity I will use the following checklist:

Students name:			
	Date:	Date:	Date:
Stayed on task while working individually			
Drew a nice detailed picture of their family			
Worked hard and didn't rush through the activity			
Wrote a sentence that supported the picture of their family			
Stayed on task and contributed to discussing the illustrations and made predictions			

**Day 4****Book Introduction:**

Today we are going to read a book called “When Joel Comes Home”. This book is also about family and adoption like the other three books we have talked about. It is about a little girl eagerly waiting for the arrival of her friend’s newly adopted baby. She describes all of the things she does along with her parents to welcome home their friends and their adopted baby when they arrive at the airport. She is very excited because she gets to be the first person to hold baby Joel. The author of this book is Susi Gregg Fowler and the illustrations are done by Jim Fowler. I think it is really important to make sure the children are told who the authors of the books are and to understand what an author and illustrator means and to know the difference between the two.

**Reader Response:**

After reading this book aloud to the class we will have a discussion about what the book was about and how it deals with family and adoption. I will also review the other three books that we used to talk about adoption. Today we will do an activity where students can choose one of the books that they liked the best out of the four to write about why they liked the book and the personal experiences or feelings they can relate to the particular book. This will require them to make a personal connection with the text. Children can also draw a picture to accompany their writing or decorate their page as they will be displayed on our family unit bulletin board.

**Assessment:**

To assess this activity I will use the following checklist:

Students name:			
	Date:	Date:	Date:
Contributed to the discussion about how this book talks about family and adoption			
Made personal connections to the text in their writing			
Maintained a good focus and worked hard to complete the activity			
Felt proud and confident about their writing			
Writing was creative and unique			

To conclude the unit on families, I will invite the parents and/or grandparents of the student's to come in to see all the work they have done during the unit as a whole, including what we have done specifically through using this text set on adoption. Their work will be displayed throughout the classroom and the students can pick one specific thing they did that they think is special to explain and show to their parents and or grandparents.